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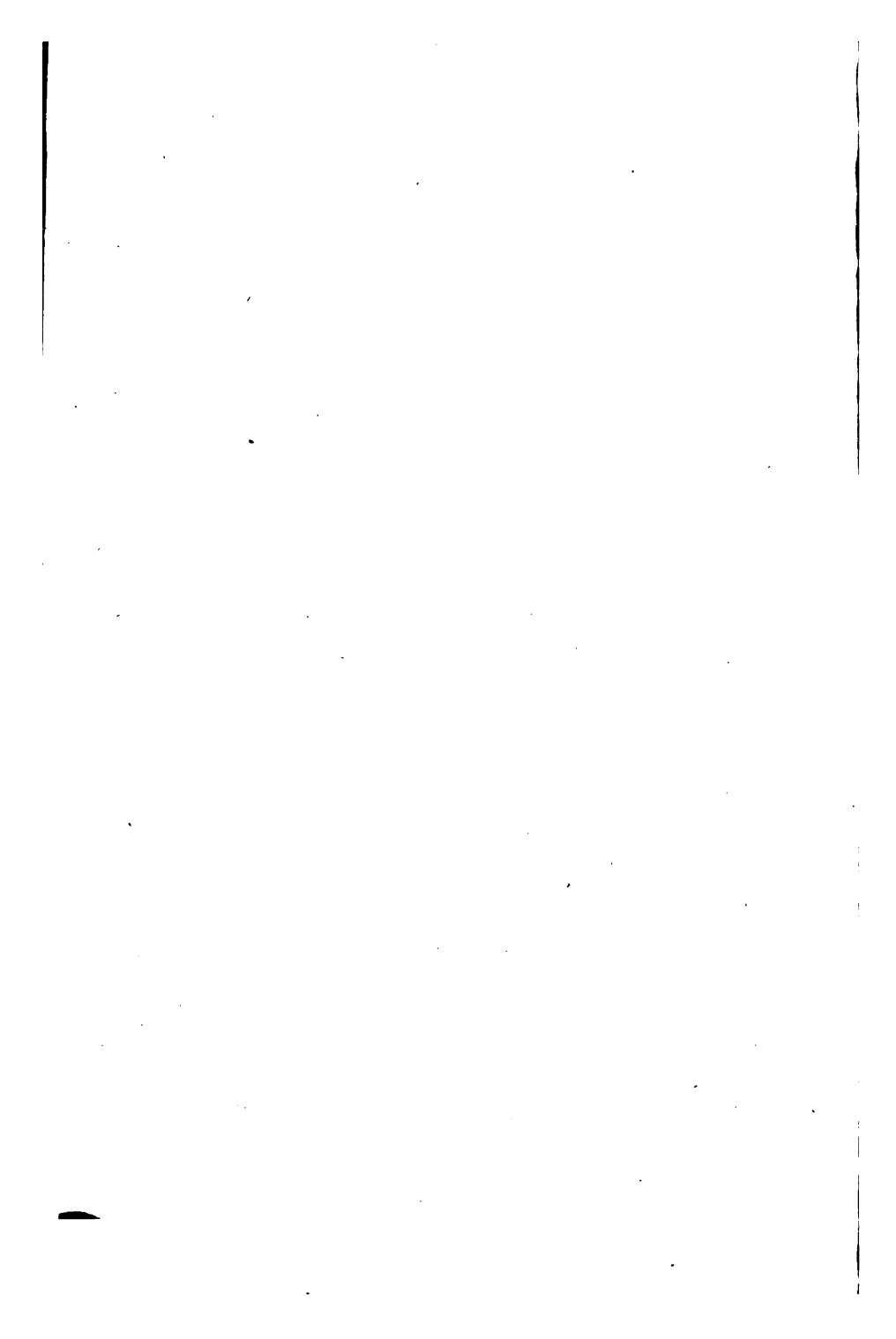
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FURTHER REMARKS

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ON THE

University System of Education,

AS AFFECTED BY THE ADOPTION OF THE

LATE SYNDICATE REPORT

BY THE
REV. A. H. ^{Albert Henry} WRATISLAW, M.A.

FELLOW AND TUTOR OF CHRIST'S COLLEGE, CAMBRIDGE.

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REMARKS,

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WHEN alterations of the nature and magnitude of those embodied in the lately adopted Report of the Syndicate, which has so long and so successfully been employed in the consideration of the Academical course of the University of Cambridge, have been adopted by a body like our own—and especially, when they have been so adopted upon the express understanding, that they are to be subject to revision and modification, so as best to be incorporated with what is already existing, and to constitute one harmonious whole in concert with it—at such a time, and under such circumstances, apology can hardly be needed by an individual, who feels it his duty to contribute his quota, however small, to the stores of wisdom and experience, which it is to be hoped and expected discussion will elicit from such Members of the University as are really sincere and faithful in their attachment to their Alma Mater. Under such impressions, and actuated by such feelings, I venture to lay before the authorities and Senate of the University a few thoughts and suggestions as to the best method of incorporating, amalgamating and arranging the proposed and present studies of those whose education is entrusted to our care. And this I do in the hope and with the prayer, that what may be really good and true and useful in my observations and

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suggestions may not be without the weight, which ought always to be attached to that which is good and true and useful, from whatever source it come, and that what is otherwise may be passed over in the silence, or trodden under foot with the contempt, which it is greatly to be wished were always the inevitable lot of that which is neither good nor true nor useful.

But I cannot in justice proceed with my task, without previously offering my warmest acknowledgements to Mr. Marsh of Trinity Hall, as having been the first to come forwards and enforce what I cannot but look upon as the only prudent, and indeed only practical method of honestly regarding the University system of Education as affected by the late Syndicate report. His remarks I shall accept as the basis of my own, especially requesting attention to his observation, that, "if the present changes are to work fairly for Classical Honors, the Mathematical and Classical Triposes must eventually be separated," and adding, that it requires but little wisdom to discern, how desirable it is, that something further should be required from the more favoured Mathematician in the way of general attainment, than is at present exacted from him. With regard to certain amendments to the regulations respecting the new Honor Triposes now in circulation among the Members of the Senate, I would remark, that the arrangement of the successful Candidates in Alphabetical order in the respective Classes is a most desirable regulation, which might even be extended with advantage to the Classical, though perhaps not to the Mathematical Tripos; that any alteration of the time of the new Tripos Examinations appears at present premature; and that we shall introduce a new and questionable element into our system, if we permit Graduates of any standing to compete in our Honor Examinations with those, whose benefit the Syndicate had immediately in view in its Report.

Having premised thus much I shall proceed to notice certain anomalies and defects, which to my mind are apparent both in our existing system and also in the Syndicate Report. These may be classed and enumerated as follows:—

1. Neglect of the study of Theology as a Science.
2. Neglect of the Modern Languages.
3. Neglect of the Oriental Languages.
4. Omission of Music from the list of the Natural Sciences.
5. Shortness of the ordinary period of actual residence.
6. Idleness of a large class of Students during a considerable portion of their residence in the University.
7. Defective nature of the present General Examinations in the University (not those for Honors.)

1. *Neglect of the study of Theology as a Science.*—In an University, which requires from each of its Students, before proceeding to the B.A. degree, a declaration, that they are *bonâ fide* members of the Church of England, it cannot but seem a strange anomaly that there is at present not only no inducement, but an absolute discouragement to the Scientific study of Theology; that there is barely a nominal provision made for the professional education of the Clergy of that church, to which it expects and obliges all its Graduates to belong. Yet the compulsory attendance upon the Norrisian Professor's Lectures for one term required by the Bishops, and that upon the Regius or Margaret Professor, also for one term only, required by Clause (E) of the Syndicate Report, can hardly be deemed other than a merely nominal provision, when there is no further inducement to lead the Student to attend to and work upon the lectures he is compelled to hear.

An endeavour will be made below to frame a scheme but slightly differing in principle from that of Mr. Marsh, although certainly involving greater changes, under which such a course as that recommended by the Margaret Pro-

fessor would not only be possible, but would also offer considerable advantages to the Student, who is desirous of making Theology the principal subject of his Academical studies. It will not be out of place here also to remark, that a Voluntary Theological Examination in the beginning of the Easter, as well as in that of the Michaelmas term, would be a great boon to a very large class of Students. Assistance, in case of an over-press of work, could be easily obtained from the Senate at the discretion of the Professors.

2. *Neglect of the Modern Languages.*—The defect in this case is more obvious than the remedy. Without new foundations either for Teachers (so as to give them a position) or for Scholarships and Prizes in the University, I can see nothing else that can be done at present beyond recommending the subject to the consideration of the different colleges.

3. *Neglect of the Oriental Languages.*—In spite of the Crosse and Tyrwhitt Scholarships, it cannot be denied that the study of Hebrew and the Oriental languages does not occupy the position in the University, to which it can fairly prefer a claim. Possibly it may appear to some, that the Professors of Hebrew and the Oriental Languages have been unduly slighted by the non-institution of a Tripos for the encouragement of the branch of learning under their superintendence. However, such an Examination might possibly be developed from the already existing Voluntary Hebrew Examination.

4. *Omission of Music from the list of the Natural Sciences.*—Yet Music is one of the Arts of the Quadrivium, and we possess an accomplished Professor of Music in the University. And certainly the theory of Harmony and Composition is as severe and valuable a study, at any rate, as any of the other more favoured Natural Sciences. Possibly Music has been omitted by inadvertence, or

possibly the Syndicate has shrunk from the insertion of it, from the circumstance that hitherto the Science of Music has been as little cultivated among the Undergraduates, as the Practice of it has occasionally been driven to the excess of an annoyance and a dissipation.

5. *Shortness of the Usual period of actual Residence.*—This is an anomaly in the practice of the University, which is most striking to a foreigner, and even in our own country appears a glaring deficiency in the eyes of a Member of the Sister University. Allowing to each term the proportion of 8 weeks residence, which is considerably above the average, the Students are not generally resident here, or at any rate Lectures do not continue, during more than 24 out of 52 weeks in the year. Speaking both from memory and experience with respect to Classical Lectures, I may safely assert, that the compulsory subjects for the University Examinations are often necessarily hurried through in a manner, that can afford little of either advantage or interest to the Student; while in lectures for College Prizes, Scholarships and Examinations, subjects of any length must either be avoided entirely, or left unfinished, from the merest lack of time to complete them. Is it wonderful then, that the Student is necessarily driven to the Private Tutor for assistance in the subject, which has thus necessarily been either hurried over, or partly left untouched by the Lecturer?

Moreover, the alterations in the Examination for Mathematical Honors made about two years since, which I hope we may now begin to regard as the last struggle of an exploded monopoly to perpetuate itself, have seriously diminished the already abbreviated period of the Lent Term.

Is the University thus doing its duty? Is it exercising the influence which it ought to exercise, or giving the in-

struction which it ought to give? Why can we not begin fairly at the beginning, and end at the end of every term, and give our pupils something like a reasonable amount of Tuition?

But this opens the whole question of the duration of Academical Residence. It will be said that the additional expense of keeping whole terms will press too heavily upon the finances of the Student.

It is obvious that if entire terms are to be kept, the Undergraduates will have resided with us in three years quite as long or longer than they do in three and a half under the present system. Granting that it is desirable for the Candidates for Honors—as most probably it is—to remain with us as long as possible, yet why not dismiss those, who have only the will or capacity to pass the ordinary Examinations, at the end of their third year? No one can deny the extreme inconvenience of the great crowd of Freshmen and Questionists in the Michaelmas term.³ I have endeavoured below to frame a scheme, upon which this suggestion should be possible without involving any of the disadvantages supposed by many to attach to it.³

6. *Idleness of a large class of Students during a considerable portion of their residence in the University.*—It is no-

¹ It may be said that if this is to be done, the present payment for Public Tuition ought to be increased: be it so then, let the Student pay £12 a year instead of £10. Yet if he do so, he ought to be met by a corresponding increase in the College Staff, and the Private Tutor should only be the *necessary* resort of the extremely well or extremely ill prepared Student, both of whom are to a certain extent at least by the nature of the case taken out of the general routine of ordinary Lectures.

² An enormous inconvenience would also be avoided, if the present Voluntary Theological Examination took place before the commencement of the Michaelmas Term.

³ If it be objected, that application must be made to the Crown in order to effect this change, the reply is obvious: When could we have a better opportunity for such an application than now, that we possess a Royal Chancellor?

torious in the University, that the Easter term is the time of the Academical year, in which it is most difficult to govern the less intellectual, or at any rate less industrious portion of the Undergraduates; a large class of "non-reading men" in fact, in the enjoyment of good health and fine weather, giving themselves up to unmitigated idleness, and being entirely unrestrained by the weak control of an impending College Examination. It is also notorious, that too many Students, after passing the previous Examination, cease for more than a year to study at all, their only concern with the College Lectures being, to discover the easiest method of evading them, and hence the appellation of "non-reading men," as applied to Candidates for the ordinary degree. In this they are partly in fault themselves, but a very large portion of the blame must be considered to rest upon the nature and arrangement of the University Examinations.

As the basis therefore of all improvement which is really and truly to discountenance, and, as far as may be, remove that extreme idleness which too frequently affords so just and so serious grounds of complaint, I would suggest the breaking up of the present two general Examinations into three, and placing them in the period between the division of the Easter Term and Commencement, and that the passing these three Examinations satisfactorily entitle the Student to the degree of B.A. at the ensuing Commencement; the Mathematical and Classical Triposes remaining in all respects unaltered, except in their relation to each other. This would of course involve an alteration in the present system of College Examinations, but I am confident the Colleges would have little or no difficulty in so re-arranging the Examinations for their Scholarships and Prizes, as best to suit the convenience and benefit of all parties concerned in them. An attempt will be made below to indi-

cate a general course, which, without increasing the difficulty of attaining a degree, shall at once be more interesting to the Student, and have the effect of rendering him more uniformly industrious.

7. *Defective nature of the present general Examinations in the University* (not those for Honors).

It is notorious, that the present Previous Examination, and the Ordinary Examination for the B.A. degree, have fallen into a contempt into which no University Examination ought to have been allowed to fall. And that not more on account of the low standard of acquirement demanded in them, the frequently trivial nature of the subjects, and the short time devoted to the Examination of each individual student, than—it must be spoken with sorrow—the absence of *known* competency in many of those who, from time to time, have undertaken to examine in the Classical subjects. How can the Student be expected to take an interest in his studies, if he is not sure that his Examiner will be able to appreciate his knowledge, or if he suspects that a deviation from the translation or the version may possibly be deemed a mistake, though it may really be a correction? And can we wonder that such suspicions exercise an extensive influence, when we consider the tendency of human nature, especially in youth, to put the worse construction upon everything that is questionable? It is painful to write thus, but my memory of the language held and feelings entertained upon the subject by the Undergraduates, when I was myself an Undergraduate, is such, that I should not satisfy my conscience if I passed it over in silence. Surely, in order to exert a really beneficial influence, both Examiners and Examinations should possess a positive value of their own, and thus be qualified to command and ensure the respect of the Student.

The subjects of the General University Examinations

will be found to arrange themselves under the four heads of Classical, Mathematical, Theological and Moral. In point of mere quantity, I apprehend, there is little to object to in them; but they are, at the best, a heterogeneous and unconnected piece of patchwork, forming a whole by no means calculated to attract or interest the Student. And more especially with regard to the latter of the two Examinations, from its being required to carry all four branches (with numerous subdivisions in the case of the Mathematical subjects) into one Examination together, a peculiar process of "packing" is required, which often renders it necessary for even the industrious, as well as the idle and thoughtless student, to betake himself to the laboratory of some expert and indefatigable poll-Tutor. On the other hand, owing to the length of the interval between the Previous Examination and that for the degree, it is very frequently found, that the last long Vacation, and in the case of some daring spirits even the last Term, beholds the beginning of preparations for the degree Examination.

The Classical subjects for both Examinations are frequently trivial and always unconnected; frequently mere extracts from authors in common use as elementary school-books, and almost always (taken alone) too short to excite any real or permanent interest in the mind of the Student. The Theological subjects are also mere extracts, so to speak; one of the Gospels and a portion of Paley's Evidences at the Previous Examination, and part of the Acts and one of the longer or two of the shorter Epistles at that for the degree. The moral subject for the degree Examination is a portion only of Paley's Moral Philosophy. The Mathematical subjects for the degree Examination are numerous, but in each case stopping short of the point where interest is excited. I have never yet heard of a Student who expressed an interest in them. I have often

known the deepest interest taken in the most elementary branches of Mathematics, when properly studied, but never did I meet a Student, whose whole enthusiasm was not chilled and blighted at once by the aspect of the heterogeneous and multifarious mass of subjects Classical, Mathematical, Moral, and Theological, presented to him in the Examination for the Ordinary Degree.

I would therefore, in all humility, suggest a general course for all Candidates for the B.A. Degree of somewhat of the following nature :

(1) After the division of the Easter Term of the first year of residence, a general Examination in Classical or else in Mathematical subjects, at the option of the Student.

(2) After the division of the Easter Term of the second year of residence, a general Examination in Mathematical or else in Classical subjects, the Student being required to pass that, in which he was not examined in his first year.

(3) After the division of the Easter Term of the third year of residence, a general Examination in Theological and Moral subjects.

(4) That having passed these Examinations, and having also attended the Lectures required by the Syndicate report, the Student be entitled to the B.A. Degree at the ensuing July Commencement.

(5) That having thus satisfied the University as to his general proficiency, the Student be allowed to compete for Honors in any of the Triposes or Examinations existing in the University.

In the foregoing scheme provision is made for the Student selecting at his option to pass the Classical Examination before the Mathematical or *vice versa*. I cannot

but think, that great inconvenience and even injustice to many Students would thus be avoided.*

As regards the Classical Examination, it is hoped that the University would no more propose such trivial or hackneyed subjects as the last book of Xenophon's *Anabasis*, and the second book of Virgil's *Æneid*, for Examinations which ought at once to ensure instruction and command respect. By a fusion of the Classical portions of the two already existing Examinations into one, as above recommended, it would be possible to place connected subjects of greater length and interest before the Student, without in any way increasing his difficulties. It would also be an incalculable advantage in point of education, if the translation of a piece of English into Latin or Greek, at the option of the Student, were required at this Examination, or even some Modern Language.

In course of time the University would probably find it both possible and advantageous to demand still longer subjects from the Student; it being a well-known fact, that the main difficulty of an Author lies at the outset. For instance, if a play of Euripides be once mastered, a second and third, or even a fourth will follow, at the cost of no more labour than was spent upon the first, or than would

* I have ventured to subjoin a few specimens of what might be expected from the University in the way of subjects, making however my selection in Greek only from the best Attic authors, as fulfilling at once the two conditions of excellence as works of art and suitability for assisting the Student in his future perusal of the Greek Testament.

Greek.

Latin.

- | | |
|---|--|
| (1) The <i>Œdipus Rex</i> and <i>Coloneus</i> of Sophocles. | The <i>Germany</i> and <i>Agricola</i> of Tacitus. |
| (2) The <i>Hippolytus</i> and <i>Alcestitis</i> of Euripides. | The <i>Jugurtha</i> and <i>Catiline</i> of Sallust. |
| (3) The <i>Apology</i> , <i>Crito</i> and <i>Phædo</i> of Plato. | The <i>Epistles</i> of Horace. |
| (4) <i>Æschines</i> against <i>Ctesiphon</i> and <i>Demosthenes</i> on the Crown. | The <i>Epodes</i> of Horace and <i>Ecolgues</i> of Virgil. |

be required to encounter a very much smaller portion of another Author.⁵

Possibly, however, it might be thought desirable to place the Historical portion of the Old Testament among the subjects of this Examination.

With regard to the Mathematical Examination I must speak hesitatingly and doubtfully, as one not so well qualified to judge of what might be expected from or advantageous to the average class of Students. Speaking therefore under favour, I should suggest as the subjects for this Examination,

The Elements of Logic, as recommended by Professor De Morgan.

Euclid, as now read for Honors, or at all events the first six books.

Arithmetic and Algebra generally.

A popular knowledge of the History of Mathematics and of the Elements and History of the Mixed Mathematics and Natural Sciences.

Last of all comes the most important of all, the Theological Examination. Here, since the Examination is to form part of a general and not a professional course, it would be advisable to avoid everything like doctrinal or scientific teaching, and confine the Examination to the

⁵ We might thus possibly expect to see a more extensive range of subjects eventually introduced into the University, *e.g.*

Greek.

- (1) The Oresteia of Æschylus.
- (2) The Hellenics of Xenophon.
- (3) Thucydides, Books VI. and VII.
(containing a complete account
of the Athenian Expedition
against Syracuse.
- (4) Porson's four plays of Euripides.
and so forth.

Latin.

- Cicero de Officiis.
The Georgics of Virgil.
The Odes of Horace.
- Cicero de Divinatione,

translation and explanation of the text, antiquities, &c. of the Scriptures. It might consist of,

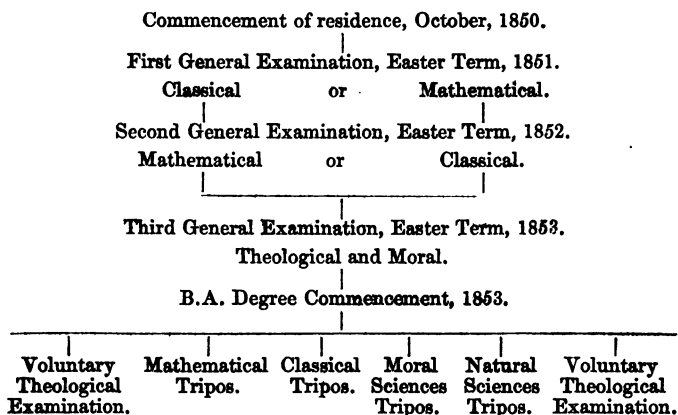
The four Gospels and Acts of the Apostles, in Greek, with one of the longer or two or more of the shorter Epistles.

The Historical portion of the Old Testament (if not united with the Classical Examination).

A subject connected with the Moral Sciences' Tripos (say Butler's Sermons, as edited by the Master of Trinity).

Part of each of the above three Examinations might be conducted *vivâ voce*.

The general course would then stand as follows, the Mathematical and Classical Triposes remaining unaltered, except in their relation to each other, and the other Examinations and Triposes being dispersed over the Academical year, as experience and convenience should suggest.⁶



⁶ The case of Students in the Civil Law or in Medicine might be met by permitting them to omit either the Classical or Mathematical General Examination at their option, and requiring from them at the